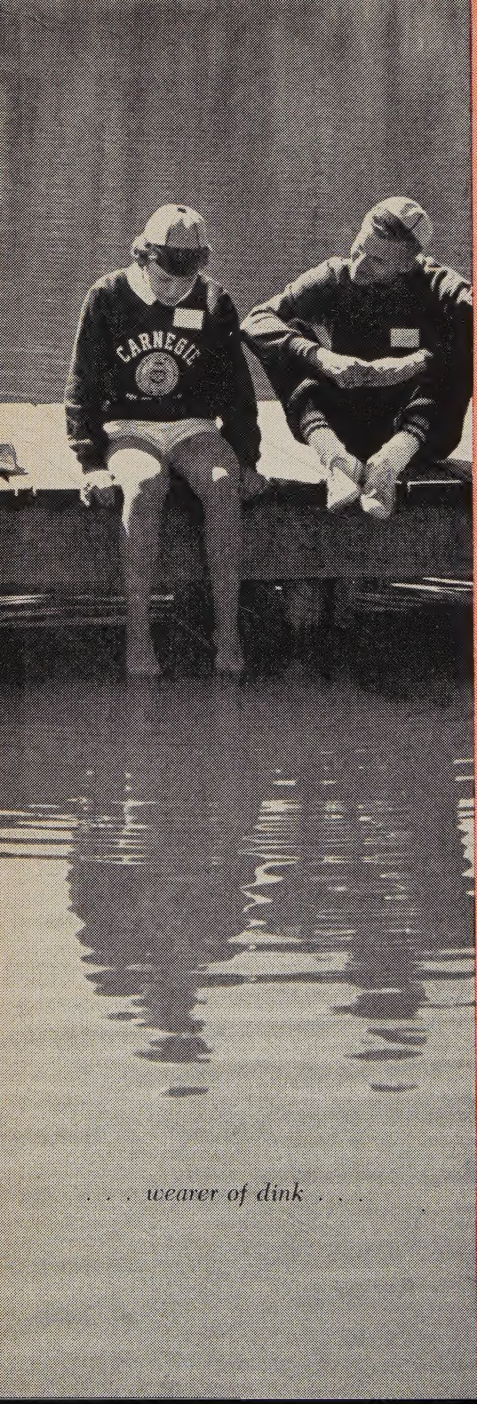
Youth / COLLEGE ISSUE

SEPTEMBER 2, 1962

Religious Education
Religion

rld-wide,
oss town, I have come, from Biloxi, from Butte, from Brady's Bend,
w Delhi, New England, New York New York, from all these places—
n home—to college

n a stander-in-line; signer of last name, first name, middle initial . . .



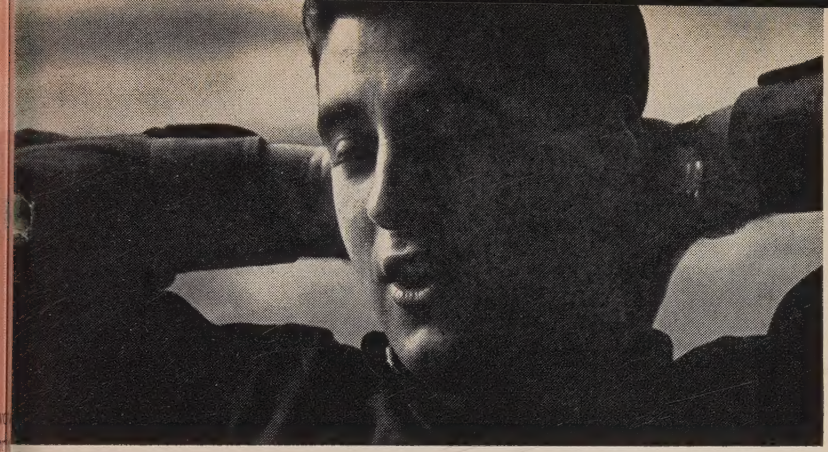
. . . *wearer of dink* . . .

The World of the College Student

Being a college student is a v
tion, just like being a lawyer o
editor or a business man. The
lege campus is an open marke
ideas. You can walk around it,
spond to its intellectual ferment,
what you please and be a truly
person. College is your world
as long as you're there. And y
never live in a more stimula
environment.

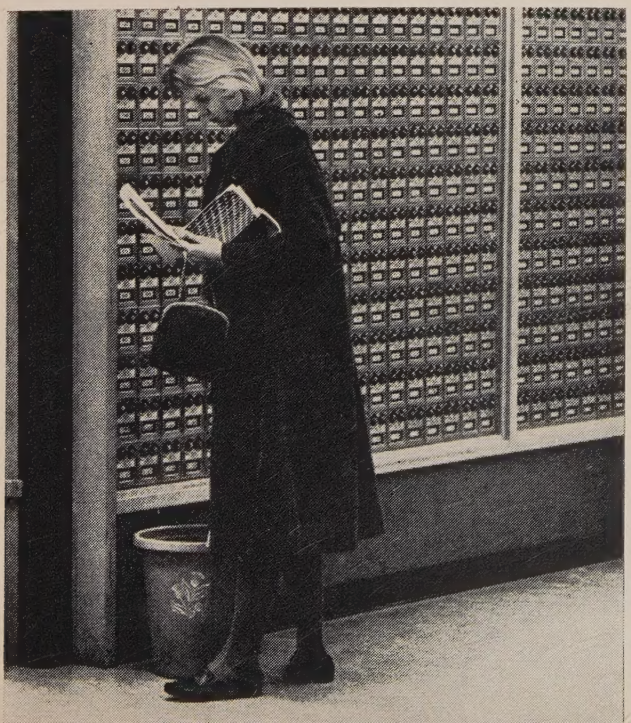
This issue of YOUTH is devote
college. It's for you who are
dents *today* . . . for you who k
you want to be college students
morrow . . . for you who wo
if you should ever be a college
dent. College is not the begin
and the end. You can live a
creative life without ever pas
through an ivy-covered gate. B
a world that places increasing p
sure on a person's knowledge
understanding and flexibility, co
becomes ever more the doorway
full and useful life.

Is college for me? Will can
life change me? Where can I g
college? Have I got the mo
How can I get ready now for
lege? Can I be a student wit
going to college?



. . . receiver of chair, desk, bed, and dream—a freshman.

Being a freshman is a little frightening; being a freshman is a lot of fun . . .
best of all, it's exciting, it's unique—
it's beginning.



Youth

September 2, 1962

Volume 13 Number 18

Editor:
Herman C. Ahrens, Jr.

Associate Editor:
Kay Lorans

Art Consultant:
Charles Newton

Editorial Address:
Room 800
1505 Race St.
Philadelphia 2, Pa.

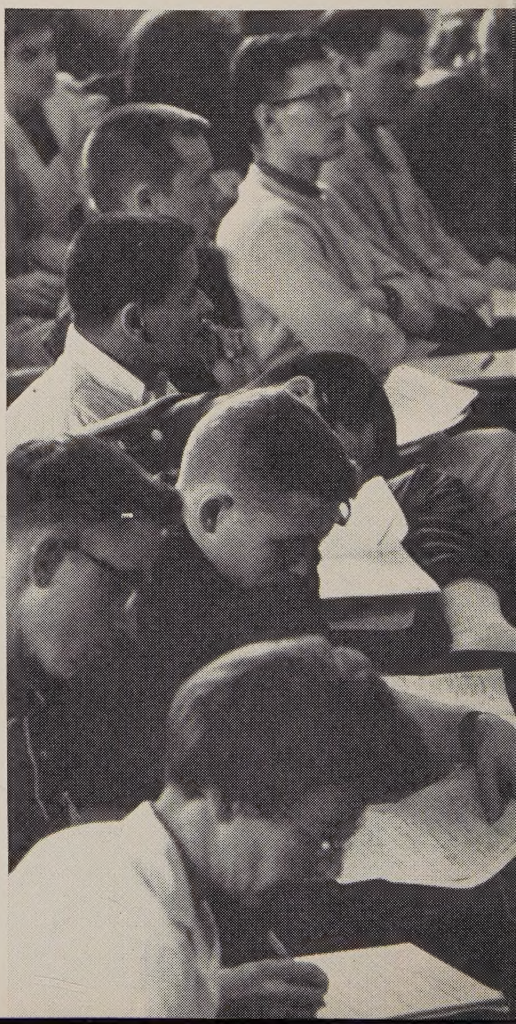
YOUTH magazine is prepared for the young people of the United Church of Christ. Published biweekly throughout the year by United Church Press. *Publication office:* 1720 Chouteau Avenue, St. Louis 3, Mo. Second class postage paid at Philadelphia, Pa., and at additional mailing offices. Accepted for mailing at a special rate of postage, provided for in Section 1103, Act of October 3, 1917, authorized June 30, 1943.

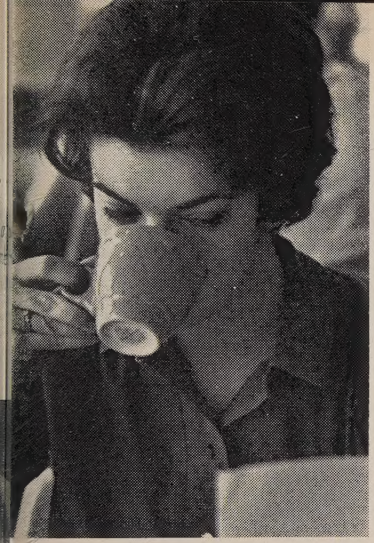
Subscription rates: Single subscriptions, $3.00 a year. For group rates write for order blank. Single copies, 15 cents each.

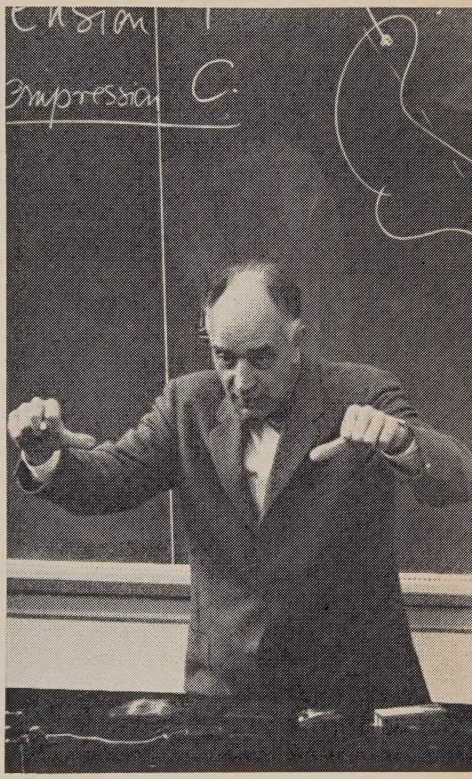
Subscription offices: Division of Publication, Board for Homeland Ministries, United Church of Christ, 1505 Race St., Philadelphia 2, Pa., or The Pilgrim Press, 14 Beacon St., Boston 8, Mass.

College is
coffee between classes, touchdown passes,
cram exams, studies, buddies, skirling pipes,
campus gripes, things to do, a point of view .

Professors, books, labs, essay questions (make a
stab), steins of stout, turn about, English them
dramatic screams, softball teams, impossible
schemes . . .

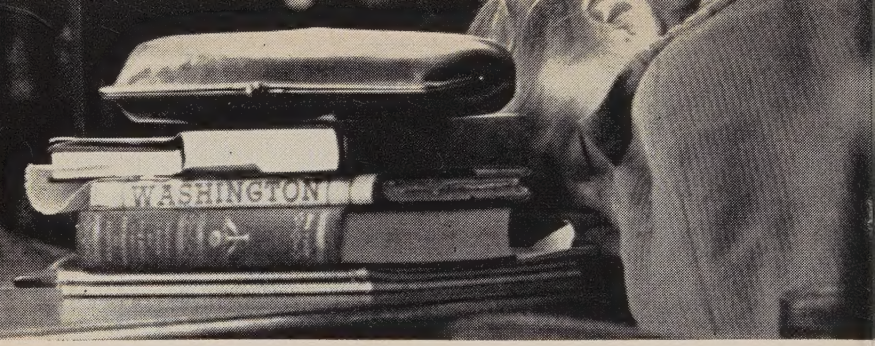






. . hard work,
omework, slow work,
o work . . .

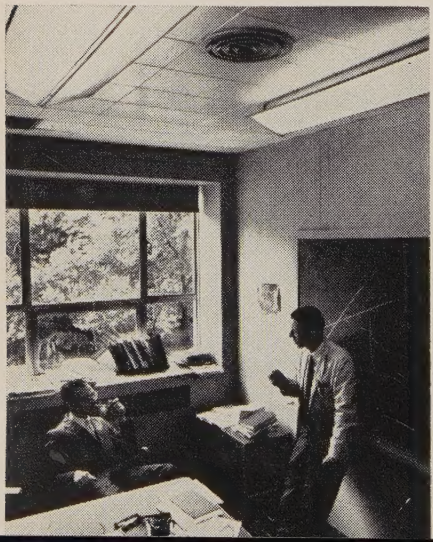
istening, talking, thinking,
alking, seeing, being . . .
his is college, this and more—
ollege, perhaps, is many doors.



Why of all books, must textbooks be so ugly? Books should be beautiful .
The act of learning should be beautiful, and maybe it is, but studying is n

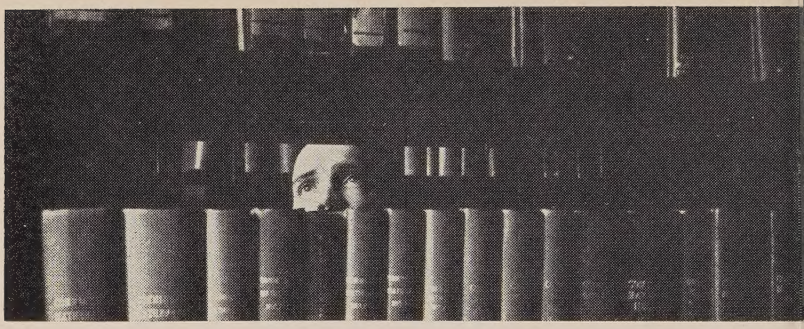
Studying is a bent back and hunched shoulders and sore eyes. It's loneline
It's humility, it's arrogance, it's patience, it's push.
It's the grind.

It's a dog barking at three a. m.
It's an empty coffee cup and a full ashtray.
It's procrastination followed by despair.
And sometimes—
just sometimes—
Studying is something near joy,
when the isolated bits suddenly coalesce
the filings fly to the magnet—
when a pattern, an analogy appears,
and understanding occurs.



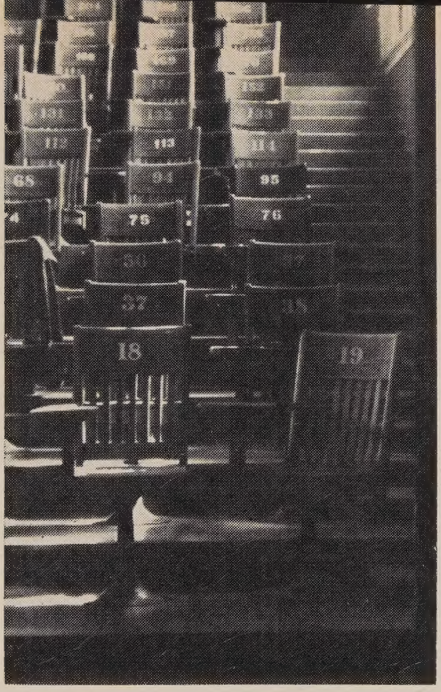
Please!
Address me as His Fabulous Frivolous Eminence,
One Wise Beyond Caring (I walk with pigeons and puppies and popular girls), I am Mystic! Magnificent!
I can improvise an ode (raid the forbidden wings for sweetly scented underthings), create all manner of banners (keep running, we're brothers), and sing (stereozzzzing)!

I fly, soar, swing, bless everything—
I am spring—simply because, because I am! I, id, sans lid, the Kid, the King, Poet, Scientist, Philosopher, Rex . . .
Winner of pillow fights, bull sessions, water battles—all bets, wooer of beautiful women, Pied Piper pro tem,
BMOC—ME,
the college man!



I am amorphous. I am nerve ends, ganglia, squeezed, compressed.
I must stiffen, toughen, yet stay flexible.
I want to be steel, I am afraid of becoming stone.
I drift in limbo, sucking in fact, while I long for truth.
As I turn over and over I seem to be shrinking—or am I coiling for a leap?
And to where?

I am supposed to be a microcosm;
I am merely chaos, in little, and I am not made cunningly.
Yesterday I caved in a little; today I think I will burst,
I will surely die tonight.



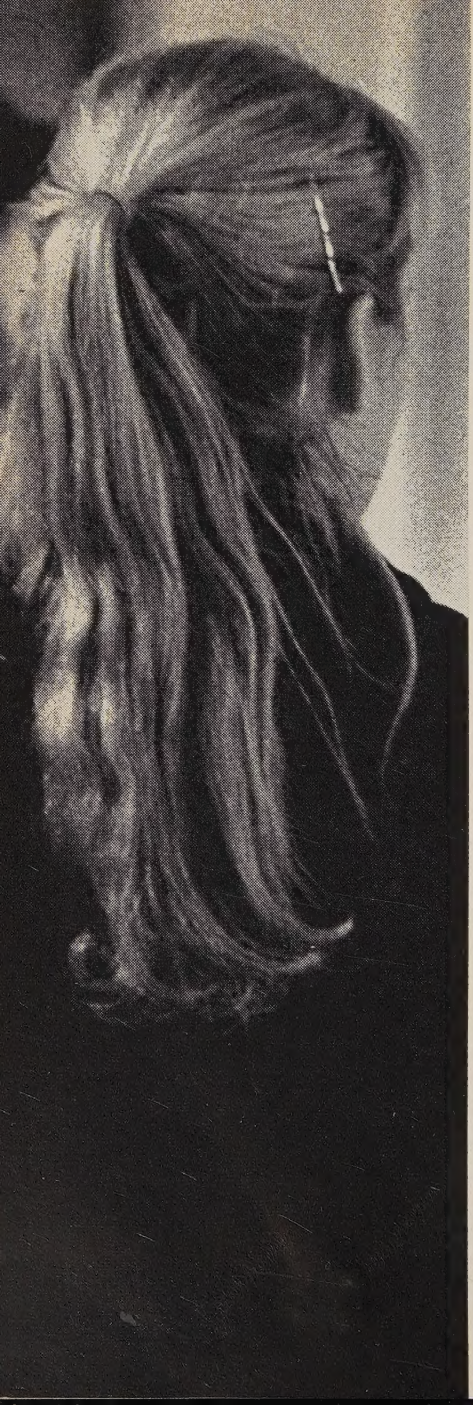
Was it in that week before Commencement,
or while I sat in the hot white sun,
a prickle of sweat
under the black bachelor's gown,
or in those few empty days at home?

Anyway,
all at once I knew a little bit about why.
I was out from under the suffocating mass of knowledge;
there was a direction to go,
a way to do it, and I knew the way.

I did know, had learned.
there was the door, the handle to turn, the latch to lift—
and all those years I had been finding,
acquiring, filling my pockets with keys.

Already the doors are opening.
Through how many shall I finally pass?

"Through Many Doors" is reprinted here from the *Carnegie Tech Quarterly* by permission of its editor, Richard M. Riebling.



FORUM /

what i wish someone had told m about colleg

When I was a high school freshman, I wish someone had thumped me on the head with the idea that I should plan ahead for college. I started thinking about this decision when I was a senior in high school. Thus my preparation was rather restricted and poor. As I investigated the various schools, I found that each had specific requirements concerning preparation. In most cases my high school work was not good enough to fulfill the requirements. Therefore, I found that by being lazy in high school and not thinking about college, I had made the decision to go to a mediocre college and not to try for scholarships.—*Dick Epps.*

I'm glad no one told me anything different than the few obvious aspects of college: hard work, new acquaintances, a preparation for a specific task, the curriculum, and the social life. The experiences I met in the college community became more rewarding, lasting, and effective by encountering them myself and working through them. I grew, and am growing, with a direct encounter of questions, such as "Is it worth all the trouble? Why not just get married and forget all about studying? Should my faith have a part in my life at school?"—*Marlene Schoen*

You're on your own in college. The ideas and faith which you took as your own now must stand up and confront problems or crumble and leave you without much of anything. I have seen young people who were "ideal" people in high school be "tested" in college by these problems and lose any ideals or faith which they thought they had. I feel that I was lucky in that the faith which I had learned in high school days by asking and seeking was enough a part of me to help me stand up against the problems of life in college situations. Faith in God is a continuing process of learning. The transition between high school and college is very rough. It can break, or really deepen and strengthen the faith and convictions of a person. We have all heard the hymn, "Faith of Our Fathers." In this case, this faith is no go. We must make it our own.—*Chris Longaker.*

College can be really hard on you as a person because of the great variety of people you meet and experiences you have and because you alone must make important decisions and account for yourself. All these things help to develop you into a more aware and understanding person. You bring what you already have become to college with you. The more mature, responsible, and understanding you are, the easier it will be to understand and appreciate others and to make your decisions.—*Sharon Philbrick*

Dick

Marlene

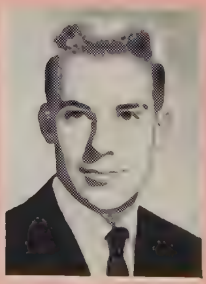
B. J. H.

Chris

Dick

Dee

Sharon



Allen

When I was in high school, I wish someone could have told me how nportant it is to face up to the issues of life. I did not suspect that the ituations of college life, the forcing issues of conformity, the growing nclinations to express the man or woman of a person could combine in idents of clubs or groups or personal relationships that would close n on me. I wish someone could have said, instead of "they'll be the best ears of your life," that the college years would be "the most experiental years of your life." I wish I had been encouraged to be myself rom the very beginning. I wish I had not been influenced by the comnon saying, "Boys go to college to learn a career, and girls go to catch a usband." The college years are not only the most experimental, but the nost searching, and probably trying, years of any young person's life oday. He is searching not only for a meaning to his life, but for a neaning to his very existence.—*Barbara Hofrichter*

I wish that I had been better prepared for college by having developed ood study habits. I had a pretty good time in high school and only tudied when I couldn't find something better to do. As a result, when entered college, I did not have good study habits. In college there is no one to force you to do the assignments and without good study habits, t is almost impossible to do all of the reading and other assignments which are expected of you. Many of the students with whom I entered college were forced to leave school because they were not ready to produce all that was expected of them.—*Dick Higgins*

There are two phases of life on a college campus. They are the academic and the social and activity phases. The one of greatest importance, if not always greatest emphasis, is the academic phase. It is in this area that I feel a pre-college student should ask the most questions. Unfortunately, I didn't. First, check the courses that you are taking now in high school. Are they going to be creditable to your college prerequisites? Are there courses which you may take now which will defer some required college courses, such as the sciences and foreign languages? After selecting a college, ask yourself and your counselor, why this school meets your needs academically. Above all, be sure to discuss this subject very carefully with your college counselor.—*Alan Davenport*

Before entering college, I heard time and time again about the things I would encounter there. I was aware of the problems I would be facing in my studying, in deciding on a major, and in my socializing. Unfortunately, most of these things just seem to need actual experience. Either I didn't believe that the problems most college students encountered would happen to me or I didn't take advice seriously enough.—*Dee Dietz*

will campus life change you?

DAVE, twisting his hands together nervously, is saying, "I hate admit it, but I don't believe in God anymore. No one was m faithful than I in the youth group at my home church, but that was washed away after I got here on campus. My faith has become s and flabby, and 'black and blue' from others criticizing it. It v easier just to let it go, though I feel a little guilty about it."

MARTY and RICH, engaged to be married in seven months, upset: "We're very much in love and expect a happy married life gether. But seven months! We're so close to each other, and yet limited in what we can do sexually. We just get irritated and ang and it seems so unnecessary. Since we know we're going to be m ried, must we wait?"

FRED, proud of his grade average so far at college, is puzzled: "I've got to decide what to do with my life. It's getting late! I have as many abilities as most, more than some . . . but I still wish I could be more sure of myself, how well I will do in the vocation I've been at least preparing for. I'm clutched, but I can't tell Mother . . . she'd flip her mascara!"

The college years are on the very brink of adulthood. Decisions of lasting consequence are being hammered out during these fast-moving years. The adrenalin-driven years of high school are suddenly over, and, ready or not, "the years of decision" have begun, waiting for no one. College is a period of high transition, moving quickly from late adolescence to full adulthood; and during that short time there are many things to be decided.

The climate of the college is not always helpful. Though a time of excitement and testing, of new horizons and new ideas, of new friends and new faces, the more important things of college life can sometimes get lost in the shuffle. Certainly college is for fun! But it is also for learning and deciding as well. And in the college—the market place of ideas—there you will find your old ideas questioned, your religious faith doubted, and your moral values in the minority oftentimes.

And this is as it should be. A whole new world of thought and inquiry are opened up and there will be an infinite number of differing and conflicting opinions and judgments: what makes the world tick—whether there is a God and, if so, what's He *really like*—what is man like in his social, political, historical, psychological circumstances and actions? There will be much discussion and debate, a sincere effort to understand man and his world, and also to understand as best you can your place in it.

College is a kind of intellectual cafeteria, where you are free to inspect and challenge the ideas and insights of men and women over the ages. Again, this is good, not bad; though it can (and perhaps should) put to task your old ideas, your Sunday School faith, and your social and moral values. Dave's faith is not sufficiently muscled to stand in the market place of religious ideas. Marty and Rich feel that the moral restrictions placed on their sexual behaviour before marriage are out-dated, and, in any event, not applicable to them. Fred is nervous and insecure about who he is, and what he wants to do with himself; and all he can seem to do is fumble around, although he has maintained above average grades, and has been popular on campus.

Don't wait until college to ask: "What is God to

And yet, precisely during this time, each student is deciding, or re-deci ing, about these matters which will shape his life for the rest of his lif his religious beliefs, his premarital and marital understandings, his voc tional abilities. Who (or what) shall be my God? Who shall be my mat What shall I do with my life?

For many young people college is a period more of confusion than learning. They are not prepared adequately to make the most of the college years, nor to meet the mentioned demands which suddenly confro them. This need not be. If a young person is to engage in his college e perience alertly and with his expectancy, he need not wait until his college "Orientation Week." He can begin his college career "on his toes," if has already begun the process of thinking about who he is and what wants of his college experience.

During his high school days a young person can begin to m ture his religious understandings. Dave had let his religious unde standing "rest" after he was 13. While he had remained active in chur affairs, he became inactive in thinking about his basic beliefs . . . a lot talk but little thought about religion. And yet high schoolers are qui capable of careful and rigorous thinking about Christianity. You have natural inquisitiveness about religious beliefs. You enjoy seriously scr tinizing religious topics, and this should be stimulated and not waste Your questions about God, about Christ, and about the Church in t world, can make your parents or your clergyman very uneasy and ha put to come up with meaningful and articulate answers.

In most cases your serious examination of Christianity is more th welcomed. The Church provides all of the "elbow room" needed for the questions and criticisms, for only in this way does one's faith become stro and muscled and mature. The high school years are the best time to g your mature understanding of Christianity underway and up-to-date. A you and your friends will find such efforts both exciting and enjoyabl

Certainly high schoolers are also naturally interested in se (You don't have to wait for your college years to become interested that!) Some of the problems which perplex Marty and Rich are a familiar to those in high school. What are the meanings of sex? What its place in marriage, and before marriage? How far do you go, a when? What guides—meaningful ones—are there to sexual conduc

o will be my mate? What will I do with my life?"

What does the Church say that is positive about faith, sex and love? What true love?

Those questions need thoughtful answers. No answers, or inadequate nswers, leave young people open to misuse or abuse of one of the most recious things God has given us. The Church's view of sex is a "whole" ne, and sees the sexual relationship within marriage as indeed "holy." nd in our time only Christianity has this whole view. Without it you are ft with only a collection of partial views: the sociologist's, the biologist's, he novelist's, the movie producer's, etc. To explore in depth the meanings f sex, the nature of male-female relationships, and personal preparation or marriage, constitute one of the most important and promising things oung people can do. Careful thought and discussion by young people an mean that their eventual marriages will be more "for better" than for worse!"

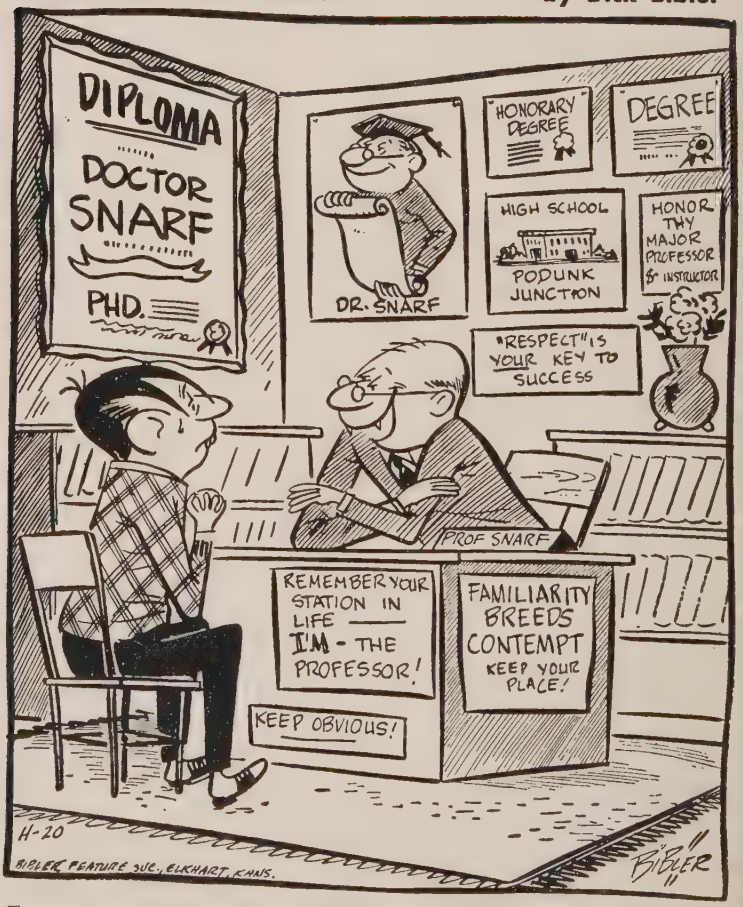
And, lastly, youth know a lot about Fred's concerns, too. To now what you should do with your life is largely dependent pon who you are . . . how well you "know yourself." Your sense of personal identity and worth" is really the heart of the matter, for your elationship to God and to others is to a large extent tied up with your wn self-understanding. A lot of the things that you do, even when you eally don't want to do them, is attributable to a lack of sureness or se- urity. What we won't do at times to gain acceptance or approval! You an misrepresent yourself, or can hide under mask of trying to be some- ne you're not, in order to "prove yourself" to others. You can seek im- ortant school offices or select a vocation *primarily* because you hope they vill make you important in the eyes of others.

Someone has said: "God's gift to you is who you are. Your gift to God s what you become." Your identity as a unique person is God's greatest ift to you. Become that person! Develop the gifts of personality to the naximum, for it is your most priceless possession. The thing that really s important to God and to others is the person you are. The only truly nique and precious thing that you have to give to God and to others is ourselves. Be all that you are, for God's sake!

Your future is being shaped by the present of your high school and ollege years. Are you already en route to becoming an "honest-to-God hristian"?—Scott Jones

College Humo

LITTLE MAN ON CAMPUS **by Dick Bibler**



"Try to forget for a moment I'm your professor and let's talk over your problem man to man."

What makes a college student laugh? It all depends on who you are, where you are, and how you feel. Some college humor is hilarious, some dull, some smut. Some is original, most not. Among the cartoonists seen on campus, probably the most widely-read is a college sad sack known as "Little Man on Campus" created by Dick Bibler of Elkhart, Kans.

LITTLE MAN ON CAMPUS **by Dick Bibler**

"Boy, I'd hate to be going into THAT locker room!"

COVER STORY

What are college students? "They are not empty conformists," says the editor of the **Washington University Magazine.** "They do care about the world they have inherited; and they are not placidly waiting to be molded into an image someone else has chosen for them. They seem to work pretty hard and for the most part they are decent, honest, and reasonably dependable. They are also young; they make mistakes; and they are fighting to put the finishing touches on the shaping of personalities that began to be formed long before they got here. They are not always mature in their behavior, but then they are not always mature, period. Some are spiritually still in high school, just as some of their parents are spiritually still in college.

CREDITS FOR THIS ISSUE:

PHOTOS: I-5, 8, 9, 10, 14, 32, Herb Weitman, Washington University, reprinted here from the *Washington University Magazine* issue on "The World of the Student"; 7, 8, Herbert Barnett, *Carnegie Tech Quarterly,* III/1961; 28, Ken Thompson, 31, Bruce Hilton.

ARTISTS: 18-19, Dick Bibler, Bibler Feature Suc.

AUTHORS: "The World of the Student" is reprinted here from the *Carnegie Tech Quarterly's* booklet, "Through Many Doors" by permission of the editor, Richard M. Riebling; The Rev. Scott N. Jones, Episcopal University Chaplain, Northwestern University, Evanston, Ill.; The Rev. Richard Van Voorhis, Secretary for Publications and Communications, United Campus Christian Fellowship; prayer, Kay Lorans.

may we quote you?

Education fails unless the Three R's at one end of the school spectrum lead ultimately to the Four P's at the other—Preparation for Earning, Preparation for Living, Preparation for Understanding, Preparation for Participation in the problems involved in the making of a better world.

—Norman Cousins

College is where many students meet the first great test of their personal integrity. There, where one's progress is measured at least partly by examinations and grades, the stress put upon one's sense of honor is heavy. For some, honor gains strength in the process. For others, the temptation to cheat is irresistible, and honor breaks under the strain.

—Washington University Magazine

The thinker realizes that he is at his creative best when he is in tune with the Infinite; when he is open and receptive to the higher powers of mind and spirit.

—Wilferd Peterson

There is one great difference between a university society and all others: In no other situation is there greater conscious awareness of the learning process. In such an atmosphere it is difficult to be smugly self-confident that your own position is unchallengeably right and someone else's indisputably wrong.

—Robert Payton

HOULD YOU GO TO COLLEGE?

There is no *one* college for you. There are probably many. There may be none. It depends on you . . . who you are, how you think, what you want, where you hope to go. Before you ever begin to evaluate colleges, evaluate yourself. Decide honestly if you're college material. Then ask for which colleges you might be a likely candidate. Let's take a look at you.

cholastic characteristics

1. Do you really like to study? How consistent have your study habits been?
2. Do you like and know how to read? Can you read varied materials, adjusting your speed according to difficulty? Can you pick out the main ideas of a chapter and recall details? Can you draw conclusions about characters and theme and style?
3. Can you write? Can you write a clear sentence that will express your meaning and be grammatically correct? Form a sensible paragraph? Put paragraphs together and form a sensible discussion?
4. Do you know elementary arithmetic?
5. Do you know how to think? Can you weed out the important from the unimportant? Distinguish between facts and opinions, between facts and emotional responses?
6. Do you know how to work independently? To study and read on your own, to find material for yourself, to go beyond the minimum requirements of the assignment?
7. How good is your school record to date?
8. What aptitudes have you revealed on any tests you may have taken?
9. Do you have an I.Q. of at least around 110?
0. Can you make a score of 400 (range 200 to 800, average 500) on the Scholastic Aptitude Test of the College Board Entrance Exam?

11. Are you really motivated to grapple with ideas? Are you eager a
alive in the classroom?

Spare Time

1. What do you do with your spare time?
2. How much time do you waste each week?

People You Admire

1. Who are the people you admire?
2. Why do you admire them?
3. In the past four years, have the qualities you admire changed?

Reputation

1. How would you be rated for character reference purposes:
   ..... at home?
   ..... by your teachers?
   ..... by your fellow students?
2. Are these reputations deserved?
3. Would you like different reputations?
4. How do you get along with people of all types and backgrounds?

Goals

1. What do you want to do?
2. Do you have the ability? Are you aiming too high or too low?
3. Why do you want that career?
4. What kind of adult do you want to be?
5. Is college the best way possible for you to prepare for your career?
6. Is college the best way possible to prepare yourself to live as
effective citizen, an effective family man or woman, an effect
member of society?

This is a spring-board to self study . . . questions to help you determ
if college is for you, and if you are ready for college.

Here's a five-year plan for college readiness:

Eighth grade: Discover your aptitude through any number of "
telligence" tests. Size up your motivation for school, studies, learni
Read books, magazines, newspapers.

Ninth grade: Choose an academic program geared to the requ
ments of colleges (four years of English, thee to four years of ma
four years of a modern foreign language or a combination of La
and a modern language).

Tenth grade: Discover your purpose in wanting to go to coll
Discuss them in depth. Make an initial college selection.

Eleventh grade: Prepare for College Entrance Examination Boa
in manner suggested. Make final selection (narrowing to five or thr

Twelfth grade: Make applications carefully. Take entrance ex
by December of your senior year. Make scholarship applications.

Ask yourself these leading questions:

What size college (or university) do you want to attend? Do you want a co-educational college? Or for men (or women) only? Do you want a college located in a small town? Or a big city? Do you want a college far away from home, or near? Do you prefer a church-related college? A federally-supported college? A state- or city-supported college? A private college? Do you want special courses not available at some colleges? Are you interested in junior college? Do you plan to go on to professional or technical training? What can you spend per year for college tuition and living costs?

Answers to the above questions will help you select a number of college possibilities. Then:

1. Get catalogues and literature from colleges you're considering. Read it with care, for they try to paint a pretty picture.

2. Visit campuses when classes are in session. Ask many questions. Ask about dormitory life, study conditions, academic standards, ratio of men to women, what facilities are nearby, whether there are frats and sororities, what social life is like, and extracurricular activities.

3. Interview the director of admissions. Ask about library facilities. Ask about how good the teachers are, where they took their training, how many have doctorates, and how many of these teach undergraduates? Ask if graduates are readily accepted by graduate schools? How large are the sections in freshman English? Ask about the religious life.

4. Talk to people (recent graduates, etc.) who can tell you current things about the college you prefer.

5. What is the physical plant like?

Narrow your college selections and make applications

When you've found several schools whose total personality most closely matches your own realistic estimate of what you want, plan to make at least three applications for admissions.

1. Your first choice may be a school with very high admissions standards.

2. Your second application should go to a school that is as nearly "suitable" as the first, but in a different category with only moderately difficult entrance requirements.

3. Your third choice should have the easiest entrance requirements so that you're sure of being accepted. But it should be no less suited to your needs than the others. Among schools with easy entrance requirements you can find differing programs and stiff competition.

The biggest reason that college freshmen have trouble, and oft fail, in college courses is that they did not develop good study hab while in high school. There is no easy way to learn to study. It tal time and effort and desire.

General Guides to Good Studying

1. Have a quiet, well-lighted place for your books and for studyir
2. Set aside a regular time for studying each day.
3. Always understand your assignments when they are given.
4. Keep a list of assignments and check them off as you finish the
5. *Do your work early.* Don't wait till deadline forces you to ru
6. Take occasional breaks in your studying.
7. Get into the habit of using reference books, such as the dictiona
8. Tackle the hardest assignments first when you're fresh.
9. When you review for tests, don't necessarily reread the materi Use the study aids in the book, the marks you have made and a notes you have taken. Spend your time on the parts you don't know.
10. Learn to make an outline, especially for lengthy assignments.
11. Set a goal of the amount of studying you plan to do each day a the grades you want. Set it high. Yet don't forget the larger goal what study really is: training and developing your capacity for learnir
12. Listen and take good notes in class.

When Reading a Textbook

1. Look the assignment over before actually reading. Gain fam iarity with material through headings, subheads, charts, graphs, tal of contents, chapter summaries.
2. Read with concentration. Read without interruption or distracti for a 30 to 45 minute period only and then take a five-minute break
3. Make notes in the margins of your books. Underlining and m ginal notes remind you of the most valuable ideas, help you rememb them better because you emphasized them as you studied, make yo review easier.
4. Co-ordinate what you study in your text with what you learn class. The class usually highlights and supplements the text reading

Memorizing Necessary Basic Facts

1. Write down a list of the items to be learned after each lesson.
2. Test yourself. Make out a list of new terms in each course a try to identify them the next day.
3. Flash cards will help you in studying a foreign language science. Put the term on one side and the definition or translation the other. Flash them to yourself whenever possible.
4. Make a list of unfamiliar words in your lessons and learn the

1. Remember that exam scores are important but not all important. Other factors enter in and weigh as much if not more in the admissions scales. Admissions directors look for these items in this order:

a. High school record or rank in class.
b. Scores on the College Entrance Examination Boards or other required tests.
c. Recommendation from principal or guidance counselor.
d. Impression made in personal interview with college officials.
e. Extracurricular activities.

2. Understand what the examinations are all about. Information on them is available from your high school or the College Entrance Examination Board, 475 Riverside Drive, New York, New York.

3. Don't be afraid of "passing" or "failing." There is no such thing. The scoring ranges from 200 to 800. A score of 500 is considered average, but every college decides for itself how exam scores are used.

4. Take the Scholastic Aptitude Test in May of your 11th grade year. It's a dry run of the kind of test you'll get in the College Boards.

5. The CEEB test covers verbal skills and mathematical skills. The verbal part rests heavily on reading comprehension, knowledge or word meanings, paragraph meanings and word relationships. The mathematical area deals with arithmetical reasoning processes on elementary mathematics.

6. Broaden your outside reading. Read at least one piece of good literature—fiction, history, science, biography, poetry, drama—a week outside of school assignments during the three and a half years before you take your final College Boards.

7. Review of a particular subject during the year in which you are taking the exam may help. Talk to your school teacher about it.

8. Your overall elementary and secondary schooling is the best preparation. Do well throughout those years and chances are you'll do well in the exams.

Some suggested reading materials on college:

Facing Facts About College Admissions. Prepared at request of Association for Higher Education, NEA. Single copies free. Box 36, Education Dept., Prudential Insurance Co. of America, Newark 1, N. J.

College Ahead! A Guide for High School Students and Their Parents. Eugene S. Wilson and Charles A. Bucher. (Harcourt, Brace & Co., New York.) Revised edition, 1961. $4.50.

The College Handbook. College Entrance Examination Board, c/o Educational Testing Service, Box 592, Princeton, N. J.; or Box 27896, Los Angeles 27, Calif. 1959-61. $2.50. (Describes member colleges of the College Entrance Examination Board.)

How About College? A Guide for Parents of College-Bound Students. American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D.C. 1959. 30c.

How to Get Into College. Frank H. Bowles. (E. P. Dutton & Co., Inc., New York.) Revised edition, 1960. $1.15 (paperback).

How to Visit Colleges. American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D.C. 1960. $2.95.

Lovejoy's College Guide. Clarence E. Lovejoy. (Simon and Schuster, New York.) Revised edition, 1961. $2.50.

Making Plans for College? Changing Times, 1729 H. St., N.W., Washington 6, D.C. 35c.

Consider these items first:

Although costs vary from one locality in the U. S. to another, generally costs more to attend college full-time than part-time, more live at college than at home, more to attend a privately-supported th a publicly-supported school, and more to attend a university than liberal arts college or a junior college.

Approximate a college's cost by checking these five decisive ite from their catalogue: (1) tuition and fees; (2) room and board; (books and equipment; (4) personal expenses for clothes, laundry, rec ation and incidentals; and (5) travel.

Now list the sources of income from which you plan to finance yo college education, including your personal and family savings, curre family income available for college, and jobs you intend to work at the future. Does the total cost of college overshadow your total sour of income available for college?

To make up any deficit which your plan may show, investiga possible sources of financial help listed below:

Parental contributions. Ideally, families should begin saving f college as soon as a child is born. Many do not and need to do oth things to raise money for their children's higher education.

Self-help. You yourself should begin saving for college, as early junior high school, through odd jobs and summer employment. Pa time jobs while attending college is possible but no more than 20 hou per week is considered reasonable for full-time students. Read *Worki Your Way through College* by Kenneth Rathbum (Cavalier Publishi Co., P. O. Box 8585, Richmond 26, Va. $1.25).

Scholarships. They're awarded on the basis of need and scholas merit. Many go unused every year. Investigate these sources f scholarships:

a. The college you wish to attend
b. State department of education
c. High school principal or guidance counselor
d. Compete in College Entrance Examination Boards and all scholarsh qualifying tests. Fill out the application form supplied by the College Schol ship Service of the College Entrance Exam Board, 475 Riverside Drive, N York 27, N. Y.
e. Professional journals of your chosen field for annoucements of spec scholarships.
f. Organizations to which your parents belong
g. Social and fraternal organizations (Masons, Elks, Rotarians, Lions, et
h. Veterans Administration (especially children of father who died on act duty)
i. Corporations and foundations, such as General Electric, Ford, Proctor a Gamble, General Motors, etc.

j. Your church
k. Government Bureau of Rehabilitation (for handicapped students)
l. NROTC Bulletin of Information (free from any naval recruiting station)
m. National Merit Scholarship Corp., 1580 Sherman Ave., Evanston, Ill.

Loans. Some colleges have their own loan programs. Many associations, companies, foundations, alumni clubs, and other groups have set up loan funds. Ask your high school counselor about these. Check your local bank for long-term loans. Two sources for loans are:

National Defense Student Loan Program makes it possible for students to borrow as much as $1000 a year for five years, depending on the college of your choice. Repayment is made with an interest rate of three per cent, and for graduates who enter public school teaching and remain in it for five years, half the debt is forgiven. Write to the Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

United Student Aid Funds, 420 Lexington Ave., New York 17, N. Y., operates through states and commercial banks. Maximum $3000 at a rate of $1000 a year. Student must be a resident of a state affiliated with USA Funds. He must be in need of loan funds, unavailable through ordinary commercial channels. Repayment begins five months after student leaves college; monthly installments spread over three years.

Grant-in-Aid. Designed for youth of moderate ability with financial need. Small in amount. Often awarded to freshmen by the college.

Deferred Tuition Payments. Many schools have programs where tuition payments may be made on an installment basis, either monthly or quarterly. Some colleges allow senior tuition to be deferred for one or two years after graduation, and this in turn is paid on an installment basis. For information, contact your college or your local bank.

Reading list on how to finance college education:

Facing Facts About College Costs. A Guide for Parents and Pre-College Students. Prudential Insurance Company of America. Box No. 36, Education Dept., Newark 1, N. Y. 1960. Free.

Financial Aid for College Students: Undergraduate. Theresa B. Wilkins, United States Office of Education. Superintendent of Documents, Government Printing Office, Washington 25, D.C. 1957.

How About College Financing? A Guide for Parents of College-Bound Students. American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D.C. 1960. 50c.

Lovejoy-Jones College Scholarship Guide. Clarence E. Lovejoy and Theodore S. Jones. Simon and Schuster, New York. 1957. $3.95, cloth; $1.95, paper.

The New American Guide to Scholarships, Fellowships and Loans. John Bradley. New American Library, N. Y. 1961. 75c.

Scholarships, Fellowships and Loans. S. Norman Feingold. Bellman Publishing Co., Inc., Cambridge, Mass. Vol. 1, 1949; $6. Vol. 2, 1951; $5. Vol. 3, 1955; $10.

Student Financial Aid: Manual for Colleges and Universities. Homer D. Babbidge, Jr. American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D.C. 1960. $1.50.

Scholarships and Fellowships Available at Institutions of Higher Education, Bulletin 16, U.S. Government Printing Office, Washington 25, D.C.

The Church and College Studen

". . . I got the idea in my head—and I could not *get it out—that colle was just one more* dopey, inane *place in the world dedicated to piling treasure on earth and everything. I mean treasure is* treasure, *for heave sake. What's the difference whether the treasure is money, or proper or even* culture *or even just plain knowledge? It all seemed like* exac *the same thing to me, if you take off the wrapping—and it still doe Sometimes I think that knowledge—when it's knowledge for knowledg sake, anyway—is the worst of all. The least excusable, certainly."*

Simply piling up facts in a chaotic heap is not what Franny sa she wants out of college. In J. D. Salinger's *Franny and Zooey* (Litt Brown and Co.), Franny asks for *knowledge that leads to wisdom.* Y cannot separate knowledge from life. Facts have to be used, put to wo If education is simply the hoarding of facts, it is useless.

And that's exactly what both the university and the church want for th students—knowledge that leads to wisdom. Just as the college or univers has a responsibility to relate and integrate knowledge into as complete picture of the universe as possible, so the church seeks to assist high education to temper such knowledge with a basic dimension—*that knowledge is given of God for all men.*

What does this mean to the college student with an active Christi background? First, it means that the day-to-day "stuff" of a college university fits together into a single whole—it's a *uni*versity and not a *mu* versity. The theories tested in the lab, the research uncovered through te papers, the literature and poetry read and discussed, the findings of

ld trips—*all can be fitted into a meaningful wholeness.* There will be ugh moments when a college student attempts to put all of this knowledge gether to shape wisdom. The questions will seem endless.

Chemistry 21 tells the student that the chemical composition of man is marily water. The Psychology 11 prof says that man is mostly a cross ction of his community, a wholly dependent unit of group culture. Still her professors, in other courses, detail man's evolution into a higher ecies. The Christian student has a perspective with which, then, to ask e still unanswered and deeper question: *What is man?* The Christian udent should be able to fit all the parts together to express man's true ing. Then as he studies Goethe's *Faust,* Nietzsche's "God is dead." aulkner's contemporary stories, and Christian history over the centuries, e Christian student asks more questions about the God whom he worships -not "What is man?" but "*Whose is man?*"

To raise these questions is the best test of one's faith. What a udent believed before college may not be strong enough to carry him rough the questioning, may not give him an adequate perspective to cope ith life. Faith may be shattered and broken . . . but rebuilding is always ossible. The student with a church background should not avoid such uestioning. The passing away of the old and the inadequate to make way r the new and the dynamic is a familiar part of the Christian gospel.

When struggles like this take place, or when students have serious per- onal problems, the church does have something to offer on campus. Col- ge chaplains or campus ministers offer themselves to help students get hrough the fog and mire of recapturing their faith. Many students may vant to avoid this kind of help, for they seem to believe that the shattering f faith always and forever means that the church has lost its meaning and elevance. But many other students realize that doubting can mean search- ng for new and deeper understanding of one's faith and that new insights bout life can lead to rebuilding.

Some think of the campus minister as a goody God's man, or of he campus Christian fellowship as a hideaway for the misfits where all is un, frolic and pious Bible reading. The caricature rarely exists. It is sense- ess for a Christian student, or one who has lost faith, to live in religious lliteracy while he continues to grow mentally in all areas of his academic isciplines. Stunted growth in the area of faith creates a harmful intellec- ual cloister. You are incomplete as a person. You miss the wholeness of life.

When you are looking for campus activities outside the classroom, the hurch offers you an association which will help raise the big questions f life in an atmosphere of acceptance and understanding. As you grope o relate to classmates, friends, faculty and administrators, as you try to

relate your study to the "world outside" the campus, as you set your goa for your work after college, the church is there on campus to help.

The campus Christian movement for students of the United Church Christ—along with the Disciples of Christ, Evangelical United Brethre United Presbyterian Church of the U. S. A.—is known as the Unit Campus Christian Fellowship. Most colleges and universities have a UC center and pastor. For more information about the UCCF, talk with yo own minister or your congregation's secretary for students. Or write t United Campus Christian Fellowship, c/o Rev. Wm. K. Laurie, Roo 854-60, Flood Building, 870 Market St., San Francisco 2, Calif.

The UCCF has made this affirmation:

. . . the purpose of campus Christian programs is not simply to raise more faithful Presbyterians or Disciples. Christians in the university a to pursue their studies as a Christian calling, knowing also that throug their participation in the life of the university they may most fully conv their faith in Jesus Christ to others.

. . . Christians on campus are not called simply to establish higher-gra Sunday schools or slightly intellectual local church programs. Rather th are called to find ways of living and working together as Christians whi being caught up in the day-to-day life of the university—in study, discussion, in extra-curricular programs and organizations.

That puts the focus for the Christian student where it should b On his task as a part of the university, on his aspirations for knowled and wisdom. What the church asks its students is this: *Where will you at the end of your study?* Is your goal set high and clear enough to give solid foundation and direction to your study, to your vocation and work

You may not know precisely what job you are aiming for—many alrea admit this. But the Christian student must realize that a quest to fulf his vocation demands a serious purpose so he will be able to make th decision. Aimless wanderings through the catalogue choices, or aimle associations with every organization or activity one can get into, m create a "happy wanderer"—but that is about all they create. To be driv by a purpose big enough produces the best students.

In college or university you will be exposed to the greatness of the ag in every field. The intellectuals of every era have an opportunity to spe to you and to reveal the thoughts which made them great. At the same tim our world today craves new leadership with intellectual ability, integri of purpose, and creative zeal. The Christian student cannot afford to sta around fiddling while the world burns. He is needed. The chance a challenge to gain wisdom and to witness is before him. The church is the to help. The response is yours.—RICHARD VAN VOORHIS

Colleges related to United Church of Christ

Each of the following colleges is a 1962 member of the Council for Higher Education of the United Church of Christ. These colleges vary greatly in the type of program they provide for their students. For more details on any one of the schools, write to the Director of Admissions at that school.

Beloit College
Beloit, Wis.

Carleton College
Northfield, Minn.

Catawba College
Salisbury, N.C.

Cedar Crest College
Allentown, Pa.

Colorado College
Colorado Springs, Colo.

Dartmouth College
Hanover, N.H.

Defiance College
Defiance, O.

Dillard University
New Orleans, La.

Doane College
Crete, Neb.

Drury College
Springfield, Mo.

Elmhurst College
Elmhurst, Ill.

Elon College
Elon College, N.C.

Fisk University
Nashville, Tenn.

Franklin and Marshall College
Lancaster, Pa.

Grinnell University
Grinnell, Iowa

Heidelberg College
Tiffin, O.

Hood College
Frederick, Md.

Huston-Tillotson College
Austin, Tex.

Illinois College
Jacksonville, Ill.

Lakeland College
Sheboygan, Wis.

LeMoyne College
Memphis, Tenn.

Maunaolu College
Paia, Maui, Hawaii

Northland College
Ashland, Wis.

Olivet College
Olivet, Mich.

Pacific University
Forest Grove, Ore.

Ripon College
Ripon, Wis.

Rocky Mountain College
Billings, Mont.

Southern Union College
Wadley, Ala.

Talladega College
Talladega, Ala.

Tougaloo So. Christian College
Tougaloo, Miss.

Ursinus College
Collegeville, Pa.

Westminster College
Salt Lake City, Utah

Yankton College
Yankton, S.D.

Student movement of the United Church of Christ

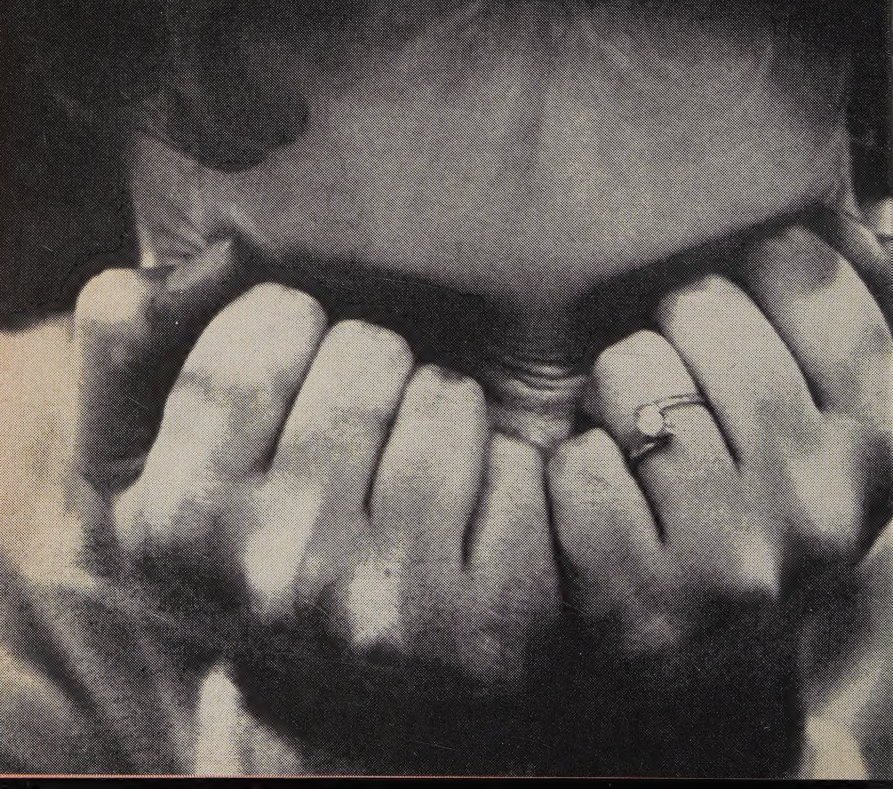
For information about the campus Christian movement for college students of the United Church of Christ, write to: United Campus Christian Fellowship, c/o Rev. William K. Laurie, Room 854-60, Flood Building, 870 Market St., San Francisco 2, Calif.

Make me uncomfortable, O God.

Make me uncomfortable about what I'm doing with the mind you have given me . . . about studying too little and too sloppily . . . about memorizing facts rather than seeking Truth and Knowledge . . . about working for grades rather than for the excitement of learning.

Make me uncomfortable about my future hopes . . . about wanting college as a means toward gaining a better paying job, more security and social prestige rather than toward fulfilling your highest purpose for me.

Disturb me, O God.

Until I sense that my true calling as a student is . . .

To grow into the broadest, deepest, most vital person possible
To seize now this awesome opportunity for searching out wisdom
To find joy in reading and grappling and grasping
To live richly and responsibly
To do my part to help create a better world
To be constantly grateful for the capacity, creativity, and courage that are given to me . . . freely . . . by Thee. Amen.